

DILLON 3 SCHOOL DISTRICT

502 North Richardson St.

Latta, SC 29565

GRADES PK-12

ENROLLMENT 1,512 Students

SUPERINTENDENT Dr. John M. Kirby, Jr. 843-752-7101

BOARD CHAIR Harold Kornblut 843-752-5178

FISCAL AUTHORITY Appointed Legislative Delegation

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	7	1	0

IMPROVEMENT RATING: **AVERAGE**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Average	No

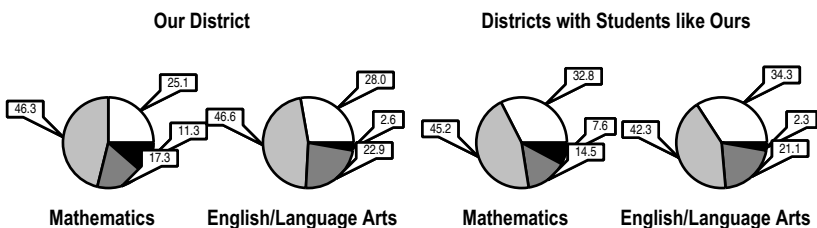
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	88.1	N/A	N/A	73.6	N/A	N/A
Passed 1 subtest	4.0	N/A	N/A	13.6	N/A	N/A
Passed no subtests	7.9	N/A	N/A	12.8	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	12.0	12.4
Seniors who met the SAT/ACT requirement	12.0	12.5
Seniors who met the grade point average	56.6	42.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	742	99.6	28.0	46.6	22.9	2.6	25.4
Gender							
Male	384	100.0	35.6	44.7	17.3	2.5	19.7
Female	358	99.2	19.7	48.7	29.0	2.7	31.6
Racial/Ethnic Group							
White	388	99.7	19.1	45.1	31.1	4.6	35.8
African-American	331	99.4	37.7	48.6	13.4	0.3	13.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	12	100.0	45.5	36.4	18.2	0.0	18.2
Disability Status							
Not Disabled	648	99.9	25.4	48.0	24.1	2.4	26.6
Disabled	94	97.9	46.0	36.8	13.8	3.4	17.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	742	99.6	28.0	46.6	22.9	2.6	25.4
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	742	99.6	28.0	46.6	22.9	2.6	25.4
Socio-Economic Status							
Subsidized meals	528	99.6	34.7	48.4	15.9	1.0	16.9
Full-pay meals	211	99.5	11.8	42.2	39.7	6.4	46.1
Mathematics							
All Students	742	99.6	25.1	46.3	17.3	11.3	28.6
Gender							
Male	384	100.0	29.3	43.8	14.5	12.3	26.8
Female	358	99.2	20.6	49.0	20.3	10.1	30.4
Racial/Ethnic Group							
White	388	99.7	19.1	41.5	20.5	18.9	39.3
African-American	331	99.4	31.3	51.8	14.1	2.9	16.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	12	100.0	45.5	36.4	9.1	9.1	18.2
Disability Status							
Not Disabled	648	99.9	20.7	48.0	19.4	11.9	31.3
Disabled	94	97.9	56.3	34.5	2.3	6.9	9.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	742	99.6	25.1	46.3	17.3	11.3	28.6
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	742	99.6	25.1	46.3	17.3	11.3	28.6
Socio-Economic Status							
Subsidized meals	528	99.6	30.8	50.2	12.7	6.3	19.0
Full-pay meals	211	99.5	11.3	36.8	28.4	23.5	52.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	109	99.1	17.3	51.9	26.0	4.8	30.8
	Grade 4	99	98.0	24.7	44.1	29.0	2.2	31.2
	Grade 5	130	100.0	42.5	46.7	10.8	N/A	10.8
	Grade 6	140	99.3	41.4	35.2	20.3	3.1	23.4
	Grade 7	126	99.2	33.9	52.1	13.2	0.8	14.0
	Grade 8	119	99.2	35.8	51.4	11.9	0.9	12.8
2004	Grade 3	117	100.0	19.0	38.8	37.1	5.2	42.2
	Grade 4	114	100.0	19.5	54.0	26.5	N/A	26.5
	Grade 5	109	100.0	22.2	61.1	16.7	N/A	16.7
	Grade 6	147	100.0	49.0	35.9	14.5	0.7	15.2
	Grade 7	139	100.0	26.3	46.7	22.6	4.4	27.0
	Grade 8	118	97.4	28.6	58.0	11.6	1.8	13.4
Mathematics								
2003	Grade 3	109	96.3	21.8	52.5	15.8	9.9	25.7
	Grade 4	99	100.0	12.8	52.1	24.5	10.6	35.1
	Grade 5	130	99.2	33.6	47.9	14.3	4.2	18.5
	Grade 6	140	99.3	24.2	44.5	14.1	17.2	31.3
	Grade 7	126	100.0	21.5	54.5	16.5	7.4	24.0
	Grade 8	119	99.2	20.2	64.2	13.8	1.8	15.6
2004	Grade 3	117	100.0	18.1	61.2	12.9	7.8	20.7
	Grade 4	114	100.0	23.0	45.1	23.9	8.0	31.9
	Grade 5	109	100.0	24.1	47.2	16.7	12.0	28.7
	Grade 6	147	100.0	29.7	42.1	16.6	11.7	28.3
	Grade 7	139	100.0	25.5	40.9	18.2	15.3	33.6
	Grade 8	118	97.4	29.5	50.9	13.4	6.3	19.6

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	105	100.0	8.6	33.3	29.5	28.6	58.1
Gender							
Male	51	100.0	11.8	39.2	23.5	25.5	49.0
Female	54	100.0	5.6	27.8	35.2	31.5	66.7
Racial/Ethnic Group							
White	56	100.0	1.8	25.0	30.4	42.9	73.2
African-American	49	100.0	16.3	42.9	28.6	12.2	40.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	89	100.0	3.4	32.6	34.8	29.2	64.0
Disabled	16	100.0	37.5	37.5	N/A	25.0	25.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	105	100.0	8.6	33.3	36.2	28.6	58.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	105	100.0	8.6	33.3	29.5	28.6	58.1
Socio-Economic Status							
Subsidized meals	64	100.0	14.1	40.6	29.7	15.6	45.3
Full-pay meals	41	100.0	N/A	22.0	29.3	48.8	78.0

Mathematics							
All Students	105	100.0	10.5	20.0	36.2	33.3	69.5
Gender							
Male	51	100.0	15.7	17.6	37.3	29.4	66.7
Female	54	100.0	5.6	22.2	35.2	37.0	72.2
Racial/Ethnic Group							
White	56	100.0	5.4	17.9	32.1	44.6	76.8
African-American	49	100.0	16.3	22.4	40.8	20.4	61.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	89	100.0	4.5	19.1	41.6	34.8	76.4
Disabled	16	100.0	43.8	25.0	6.3	25.0	31.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	105	100.0	10.5	20.0	36.2	33.3	69.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	105	100.0	10.5	20.0	36.2	33.3	69.5
Socio-Economic Status							
Subsidized meals	64	100.0	15.6	21.9	39.1	23.4	62.5
Full-pay meals	41	100.0	2.4	17.1	31.7	48.8	80.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	97	97.9%	83	12.0%	100	76.0%	N/A
Gender							
Male	43	95.3%	31	16.1%	43	65.1%	
Female	54	100.0%	52	9.6%	57	84.2%	
Racial/Ethnic Group							
White	48	100.0%	41	22.0%	56	71.4%	
African American	47	95.7%	41	2.4%	42	83.3%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	1	I/S	0	N/A	1	I/S	
American Indian/Alaskan	1	I/S	1	I/S	1	I/S	
Disability Status							
Not disabled	96	97.9%	79	12.7%	97	78.4%	
Disabilities other than speech	1	I/S	4	I/S	3	I/S	
Migrant Status							
Migrant	N/A	N/A	0	N/A	0	N/A	
Non-migrant	97	97.9%	83	12.0%	1	I/S	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	97	97.9%	83	12.0%	100	76.0%	
Socio-Economic Status							
Subsidized meals	50	96.0%	47	2.1%	59	67.8%	
Full-pay meals	47	100.0%	36	25.0%	41	87.8%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	97.9%	93.8%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	100	355
Number of Diplomas	76	263
Rate	76.0%	75.1%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	513	526	515	536	1028	1062
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.7	16.3	17.3	17.4	16.7	16.9	18.6	17.7	17.4	17.2
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,512)				
First graders who attended full-day kindergarten	100.0%	N/C	99.6%	97.2%
Retention rate	6.9%	Up from 0.1%	5.3%	5.3%
Attendance rate	95.6%	Up from 93.0%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%		5.6%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	6.8%		5.0%	5.1%
Eligible for gifted and talented	11.6%	Up from 11.0%	10.0%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Down from 10.3%	10.2%	10.9%
Older than usual for grade	7.5%	Down from 29.1%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.6%	0.9%	1.1%
Enrolled in AP/IB programs	4.2%	Down from 6.3%	9.5%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	2	Down from 29	48	157
Completions in adult education GED or diploma programs	2	Down from 8	11	39
Annual dropout rate	6.5%	Up from 2.4%	2.8%	2.9%
Teachers (n= 98)				
Teachers with advanced degrees	50.0%	Up from 45.4%	49.6%	50.0%
Continuing contract teachers	80.6%	Up from 64.9%	86.8%	84.6%
Highly qualified teachers**	95.3%	N/A	92.4%	92.5%
Teachers with emergency or provisional certificates	2.3%		5.6%	4.4%
Teachers returning from previous year	91.1%	Down from 92.5%	89.2%	89.9%
Teacher attendance rate	96.1%	Up from 95.8%	94.5%	94.7%
Average teacher salary	\$36,891	Up 0.8%	\$39,451	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	1.1%	0.3%
Prof. development days/teacher	10.6 days	Down from 12.8 days	11.5 days	12.0 days
District				
Superintendent's years at district	14.0	Up from 13.0	5.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 22.5 to 1	21.2 to 1	21.0 to 1
Prime instructional time	90.9%	Up from 87.7%	89.5%	89.5%
Dollars spent per pupil*	\$6,715	Up 3.2%	\$6,951	\$7,217
Percent of expenditures for teacher salaries*	51.9%	Down from 53.5%	53.9%	55.6%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	98.8%	Up from 92.0%	90.4%	97.3%
Number of schools	3	No change	7	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	2.9%	Up from 0.0%	3.6%	4.3%
Average age in years of school facilities	35	Up from 34	35	26
Number of schools with SACS accreditation	3	No change	6	8
Average administrator salary	\$67,317		\$67,907	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	13.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

We had a very successful year in academics with our highest test scores ever. The SAT average score at Latta High School was above the national average for the first time ever. Our PACT test scores at Latta Middle School and Latta Elementary School continued to improve.

Our Latta High School Band won the lower state championship again and finished as state runner-up. Our softball team also won the lower state championship and finished as state runner-up. Art, chorus, dance, and drama programs continued to grow as our students had several outstanding performances for the public.

The district technology plan continued to ensure all students developed necessary technology skills. Piano keyboard with the latest technology will be introduced to students in school year 2004-05.

Renovation projects at all three schools proceeded well with completion dates of August 12, 2004. A student courtyard was added at Latta Middle School. Video security cameras were installed at all schools at all exit doors and outside student pick-up areas. The district office was moved to the old kindergarten building on King Street after renovations were made.

For school year 2004-05, Latta Elementary School was divided into two separate schools. Latta Elementary will serve students in grades 2-5. The new Latta Early Childhood Center will serve students in grades 4K-1. This allows us to better serve more students in new environments geared to meet specific needs.

Rebecca Gaddy, math instructor at Latta High School, was named District Teacher of the Year.